



TENNESSEE DEPARTMENT OF

EDUCATION
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Early Childhood Education Careers III (ECEC III)

Primary Career Cluster:	Human Services
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	6017
Prerequisite(s):	Early Childhood Education Careers I (6015) and Early Childhood Education Careers II (6016)
Credit:	1
Grade Level:	11
Graduation Requirements:	This satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
Programs of Study and Sequence:	This is the third course in <i>the Childhood Development Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career, and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education Certificate, Child Development Associate (CDA), and Tennessee Early Childhood Training Alliance (TECTA) certification.
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	Teachers supervising a school-sponsored enterprise must complete the state-approved work-based learning training.
Teacher Resources:	http://www.tn.gov/education/cte/HumanServices.shtml

Course Description

Early Childhood Education Careers III (ECEC III) is an applied knowledge course for students interested in learning more about becoming an early childhood teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age appropriate activities, using activities for learning, and developing communication skills. Students in this course will participate in a work-based learning component of instruction and add work products to a course portfolio. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in

Technical Subjects and Tennessee Psychology, Scientific Research, and Sociology standards and the National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is an applied knowledge course in the *Childhood Development Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Human Services website at <http://www.tn.gov/education/cte/HumanServices.shtml>.

Course Standards

Safety

- 1) Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN CCSS Reading 3; FACS 9)
- 2) Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures. (TN CCSS Writing 4, 7, 9; FACS 12)

Managing the Care Environment

- 3) Drawing on evidence from informational texts, create a rubric for evaluating the establishment of a positive early childhood environment, including indicators such as visual appearance of the environment, playground equipment safety, child engagement, and provider interaction with children and their parents/guardians. (TN CCSS Reading 1; TN CCSS Writing 2, 7; FACS 4)
- 4) Interview educators to review the results of a site's most recent evaluation under current state regulations, which rates child care facilities based on:
 - a. Director qualifications (for child care centers)
 - b. Professional development
 - c. Developmental learning
 - d. Parent/family involvement
 - e. Ratio and group size (for child care centers)
 - f. Business managements (for family and group child care homes)
 - g. Staff compensation (for child care centers)
 - h. Program assessment(TN CCSS Reading 1; TN CCSS Writing 2, 9)
- 5) Research the correlation between physical layout (including the use of learning centers for a variety of activities) and effective care environment management. Compare the use of furniture and space in several environments and analyze their compliance with research-based recommendations for layout and with specified legal requirements, including health and safety guidelines. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 2, 4, 7, 9; FACS 4)



- 6) Interview educators and/or providers and create a checklist for performing classroom procedures and for responding to emergency situations, including but not limited to recognizing possible child welfare issues, following fire drills and other natural disaster protocols, and responding to intruder alerts. (TN CCSS Writing 2, 4, 7)
- 7) Research common reasons for misbehavior in children aged two to eight and cite evidence to support development of a written behavior policy to share with parents. From this information, create a graphic illustration demonstrating expected positive behaviors and the appropriate rewards/consequences for use with children to guide behavior at each age level. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 4, 7, 9; FACS 4)
- 8) Citing specific textual evidence from research on the developmental stages of children, plan and implement (as part of the final project) a schedule for each age from birth to age eight that incorporates the appropriate amounts of physical activity and quiet time; individual, small group, and large group experiences; and child-initiated and adult-led activities. (TN CCSS Reading 1, 3; FACS 4)
- 9) Discuss and illustrate modifications to the physical environment to accommodate students with disabilities. (TN CCSS Reading 2, 7)

Caring for Young Children

- 10) Research and synthesize informational texts to determine the characteristics of communicable childhood diseases. Compare and contrast via a table, chart, or graphic annotated with:
 - a. name
 - b. Disease Symptoms
 - c. Transmission methods
 - d. Incubation period
 - e. Prevention strategies
 - f. Required immunizations (Tennessee Department of Health Rule 1200-14-1-.29)
 - g. Decision tree or flow chart for admitting sick child(TN CCSS Reading 1, 7; TN CCSS Writing 2, 4, 9, FACS 4)
- 11) Identify, practice, and demonstrate appropriate procedures for meeting developmentally appropriate physical needs of children, including but not limited to:
 - a. Hygiene
 - b. Rest
 - c. Safety
 - d. Hydration and nutrition
 - e. Appropriate dress
 - f. First-aid and CPR(TN CCSS Reading 2, 3; TN Psychology)
- 12) Analyze case studies of provider reactions to children in specific challenging situations. Write a narrative describing the consequences of these behaviors and comparing them to the personal code of ethics developed in ECEC I. (TN CCSS Reading 2, 8, 9; TN CCSS Writing 2, 9)



Planning Developmentally Appropriate Learning Activities

- 13) Drawing evidence from academic research, create a rubric for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources by age. Examples of criteria to be analyzed include but are not limited to:
- a. Age and developmental level
 - b. Safety
 - c. Visual and tactile appeal
 - d. Promotion of learning through play, exploration, or interaction
 - e. Adaptability for differently-abled children
 - f. Durability
 - g. Non-stereotyped representation of groups from different cultures or ethnic backgrounds
- (TN CCSS Reading 1; TN CCSS Writing 4, 9; Psychology; Sociology; FACS 4, 12)
- 14) Conduct a short research project on lesson planning for multiple developmental levels. Demonstrate knowledge of the relationship between subject areas (such as music, language, etc.) to stimulate growth in specific developmental domains. Describe the typical components of lesson planning documents and create a template that incorporates components such as:
- a. Learner developmental level/age
 - b. Developmental domains addressed
 - c. Subject area
 - d. Materials and equipment needed
 - e. Learner grouping (one-on-one, small group, large group)
 - f. Instructional activities
 - g. Schedule (daily, weekly, monthly)
 - h. Accommodations for special needs students
 - i. Closure/reflection
 - j. Assessment
- (TN CCSS Reading 2, 5; TN CCSS Writing 4, 7, 9; FACS 4)
- 15) Create and perform activities to screen for achievement of significant developmental milestones with children from birth to age eight, using the checklist of simple activities created in ECEC II. Write recommendations for working with parents when a developmental delay is suspected. (TN CCSS Writing 1, 4; FACS 4, 12)
- 16) Using instructional materials and academic research, analyze individual and group teaching strategies. Create a graphic illustration citing appropriate evidence to support those strategies that most effectively promote learning. (TN CCSS Reading 1, 2; TN CCSS Writing 8, 9)

Communication Skills (21st Century Skills)

- 17) Identify best practices for encouraging parental involvement and write clear and coherent instructions for informing parents about the educational philosophy of the center, goals for the child's development, instructional approach, and desire for ongoing communication about the parent-provider education partnership. (TN CCSS Reading 1, 2; TN CCSS Writing 4)



18) Demonstrate effective communication and interaction with children, including but not limited to:

- a. Active listening
- b. Open-ended questioning
- c. One-on-one conversations
- d. Group discussions (e.g., circle time)
- e. Modeling appropriate grammar and vocabulary for the context
- f. Acknowledging and addressing emotions

(TN CCSS Reading 2; TN CCSS Writing 4; FACS 13)

Final Project

19) Apply knowledge from this course and document the final project in the course portfolio.

Demonstration of knowledge includes but is not limited to:

- a. Performing simple activities to check developmental milestone attainment
- b. Maintaining children's records
- c. Using a lesson plan template to create daily activities (created in this course) and implement them with small groups, using developmentally-appropriate teaching strategies
- d. Arranging learning centers that provide for children's exploration, discovery, and development
- e. Selecting and using multiple resources and teaching methods
- f. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
- g. Evaluating student levels to adapt lessons for differentiated instruction, as needed
- h. Establishing of a positive classroom climate
- i. Creating opportunities for positive communication with families

The following artifacts will reside in the student's portfolio:

- Early Childhood Environment Rubric
- Health and Safety document
- Classroom Procedure Checklist
- Communicable Disease artifacts
- Developmentally Appropriate Learning Rubric
- Teaching Strategies graphic
- Communication artifacts
- Behavior Graphic illustration
- Revised Career and Professional Growth Plan
- Sample Child's Work



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 4, 6, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 1, 3, 5, 6, 8, and 10 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

